

**Storytime Programs Based on Research
From Public Library Association and
National Institute of Child Health and Human Development's
Early Literacy Initiative**

Talkers: Two And Three Year Olds

It is the responsibility of the library staff to communicate to parents/caregivers their key role with their children in early literacy development, including providing information and the tools to assist them in this role.

What is emergent literacy?

Emergent literacy is what children know about reading and writing before they can actually read or write. Young children's emergent literacy skills are the building blocks for later reading and writing. Children learn these skills before they start school, beginning in infancy. From birth throughout the preschool years, children develop knowledge of spoken language, the sounds that form words, letters, writing, and books. This is the beginning of the abilities that children need to be able to learn to read and write in school.

Research Says	What Parents/Caregivers Can Do	Application to Storytime♦
<p>Talkers age grouping is for 2 and 3 year olds (at least 50 words active vocabulary)</p> <p>Parents are the best "teachers" to get their children ready for learning to read</p> <p>Children who are read to 3 times a week or more do much better in later development than children who are read to less than 3 times a week.</p>	<ul style="list-style-type: none"> • Young children often have short attention spans but enjoy repeating favorite activities. Parents/caregivers can share these activities frequently for short amounts of time throughout the day. • Parents/caregivers know their children well and can take advantage of when their child is in the "mood". • Emergent literacy is what children learn about reading and writing before they learn to read and write. Children learn these skills before they start school. • Share books/read with your children as often as possible. • Share a book with your child every day. Even just a few minutes is important. • If your child loses interest, try another time. • Encourage child when s/he pretends to read • Visit the library on a regular basis. • Ask the library staff to suggest ways to share books with your children. • Ask the library staff to suggest good books to share with your children 	<ul style="list-style-type: none"> • Consider grouping two-year-olds and three-year-olds together • Communicate to parents/caregivers: the importance of reading to their children at least 3 times a week <p>that they are the best teachers to get their children ready to read because young children often have short attention spans but enjoy repeating favorite activities. Parents/caregivers can share these activities frequently for short amounts of time throughout the day.</p> <p>that they are the best teachers to get their children ready to read because they know their children well and can take advantage of when their child is in the "mood".</p> <ul style="list-style-type: none"> • When sharing/reading books explain characteristics of books that work well for this age. • Provide books suggestions through booklists/handouts <p style="text-align: right;">(continues next page)</p>

		<ul style="list-style-type: none"> • Display a variety of books/cassettes/cds appropriate for the parent/caregiver to share with the child • Display books you have shared in storytime. It is more likely that books read in storytime will be re-read at home. • Provide ways (for ex. handouts) for parent/caregiver to continue early literacy activities at home
<p>Vocabulary is knowing the names of things. It is an extremely important skill to have when they are learning to read. Vocabulary begins to develop at birth and continues to grow throughout the child's life.</p> <p>By 12 to 18 months of age, most children begin to talk, and most two-year-olds have vocabularies of 300 to 500 words. Children enter school knowing between 3,000 and 5,000 words.</p>	<ul style="list-style-type: none"> • Share books/read with your child often; books often expose children to things outside their familiar environment • Ask your child about the book you are reading together, instead of just having the child listen to you reading the story • Ask your child questions about the pictures; questions s/he must answer with more speaking than pointing or that can be answered with just yes or no • Ask your child to take turns with you in telling about the pages of a picture book that the child knows well • Make the book sharing experience a positive interaction; if it is not, try another time • Use sensory-rich, descriptive language, adding adjectives to enrich vocabulary 	<ul style="list-style-type: none"> • Use these guidelines in your storytime and explain to parents/caregivers the importance of expanding vocabulary: <ul style="list-style-type: none"> Use specific vocabulary for concrete objects--car, van, truck; different names for adult and baby animals Give words tangible experiences; words have meaning <ul style="list-style-type: none"> To concrete objects, to actions, to emotions • Choose books that will expand the vocabulary of the children; can discuss unfamiliar words before sharing the book or use a familiar word following the unfamiliar one • Have children repeat words that may not be familiar, in a fun way or as a game • Have children join in saying repeated phrases in books • Explain dialogic (hear and say) reading and have some portion of the program devoted to this type of book sharing.
<p>Print awareness includes learning that writing in English follows basic rules such as Flows from top to bottom and left to right</p> <p>That the print on the page is what is being read by someone who knows how to read</p>	<ul style="list-style-type: none"> • Using a book that the child knows well, child points to words as adult reads those words • Share books/read with your child often • Have your child turn the pages • Ask your child about the book you are reading together, instead of just having the child listen to you reading the story • Ask your child questions about the pictures • Ask your child to take turns with you in telling about the pages of a picture book that the child knows well • Point out signs in the environment 	<ul style="list-style-type: none"> • Have words to rhymes and songs written out so adults can follow and children can see. Point to text from time to time as you say the words • Each time a book is opened make a point of holding up the book and showing the cover. Open the book as it is facing the children, not facing the librarian. State and talk about the title of the book and the author. • From time to time point to the text as you say the words; we are reading the words, not the pictures • Nametags: write out name as child says it; spell it or have them spell it if they offer

<p>Narrative skills include being able to understand and tell stories and being able to describe things. They are important for children in order for them to be able to understand what they are learning to read.</p>	<ul style="list-style-type: none"> • Parents/caregivers can encourage narrative skills by encouraging child to recount events in order, for example what happened at a birthday party or on a trip to McDonald's. • Parents/caregivers should encourage child to tell you about things that the child has done that have a regular sequence to them; for example, the steps involved in eating breakfast. • Parents/caregivers can use books that have a sequence that is easy for the child to follow. When the book has been read together many times, the child should try to tell the story in sequence. • When reading together, parent/caregiver should ask what questions and then open-ended questions to expand language 	<ul style="list-style-type: none"> • Reads story without much interruption so that children hear entire sequence; helps them learn story structure • Choose some fingerplays or stories that are cumulative or sequential. Repeat them so that children can say what comes next. • Choose at least one story that is cumulative or sequential. Re-read the story with the children saying what comes next. • Before reading a book talk about it or theme and allow children to relate it to their experiences • Give children opportunity to respond orally to simple questions about story and/or pictures, but do not force them to speak • Use props, flannel board, etc. for children to retell a story • Explain/demonstrate dialogic (hear and say) reading and have some portion of the program devoted to this type of book sharing. • Provide handout related to "hear and say" reading
<p>Letter knowledge includes learning that letters are different from each other, that each letter has a name, and that specific sounds go with specific letters. Example: child's ability to tell the name of the letter B and the sound it makes.</p>	<ul style="list-style-type: none"> • Parents/caregivers can point out and name letters in alphabet books, picture books or on signs and labels. • Help your child write and read his/her name and other familiar words using magnetic letters, crayons or pencil and paper 	<ul style="list-style-type: none"> • Use nametags to help children understand letters—write their name as you spell it to them; let them spell their names for you as you write them; if nametag written ahead of time, let them choose their names from several nametags • Use an alphabet activity such as the ones below: <ul style="list-style-type: none"> ---Use song like BINGO or other songs or rhymes that name letters ---Use alphabet book and point to letter as say name of letter; let children join in
<p>*Phonological sensitivity is the ability to hear and manipulate the smaller sounds in words</p>	<ul style="list-style-type: none"> • Say nursery rhymes and other rhymes and do fingerplays with child • Sing with your child • Play music for your child • Repeat rhymes and songs so child becomes familiar with them and say them him/herself • Play rhyming word games, using silly words too 	<ul style="list-style-type: none"> • Use nursery rhymes/rhymes, fingerplays, songs and music in storytimes • Use books that rhyme • Play rhyming game • Communicate to parents/caregivers the importance of rhymes, songs, and music in language development. In addition to being fun: <ul style="list-style-type: none"> Rhyming is the beginning of understanding that words are made up of smaller parts Songs and music helps children with rhythm and with breaking words into syllables

<p>Print motivation is a child's interest in and enjoyment of books. A child with good print motivation enjoys being read to, plays with books, pretends to write, asks to be read to, and likes trips to the library.</p>	<ul style="list-style-type: none"> • Make shared book reading a special time for closeness between you and your child • Encourage your child when s/he pretends to read • Let your child see that you enjoy reading • Make visits to the library on a regular basis and make them fun outings. • Attend programs for you and your child 	<ul style="list-style-type: none"> • Share the <u>enjoyment</u> of reading, using books or big books • Have parents/caregivers join in as you read or repeat after you. • If program is presented outside the library encourage attendees to visit the library; going to the library supports a child's interest in and enjoyment of books. Consider providing an incentive. • Communicate with parents/caregivers: Share books when parent/caregiver and child are in a good mood. Positive interactions around books will lead to more regular and frequent book sharing experiences. Conversely, negative interactions make the young child less interested in books and reading. • Have words to rhymes and songs written out so s can follow and children can see. Point to text from time to time. • Explain dialogic (hear and say) reading and have some portion of the program devoted to this type of book sharing. • List of books that are good choices should be available as a handout. • Provide ways (for ex. handout) that extends activities to the home.
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- ◆ All examples will not be used in every storytime
- Added at this level by Montgomery County (MD) Public Libraries

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